

5th February 2021

Dear Families,

Re: Remote learning survey outcomes and plans for next week

Firstly, I would like to say a huge thank you to all our families who completed the remote learning survey last week and the ongoing support you have given your children throughout this lockdown. We know that there are many families who are finding things very difficult at the moment, particularly with home schooling and working at the same time. We completely understand this and we want you to know how grateful we are for everything you are doing during this difficult time. As ever, if there is anything we can do to support you, please do not hesitate to contact us.

We received 751 responses to the remote learning survey, with 468 responses from parents/carers, 209 from students, 52 from teaching staff and 22 from support staff. A summary of the survey results and the main comments made from families are as follows:

- The comments we received on our current remote learning provision was hugely positive, with many families thanking staff for their hard work. 77% of respondents agreed that remote learning was going well at BBS.
- However, many families commented that the amount of screen time with our current provision was becoming overwhelming. In addition, they found that their children were complaining of back pain, eye strain and headaches.
- 73% of respondents strongly disagreed or disagreed that more work needed to be set.
- It was interesting to note that 57% of respondents said that teachers gave valuable feedback, particularly students and teachers. However, fewer parents/carers believed this to be the case. 25% of respondents said that they did not know.
- 67% of respondents, particularly students and families said that students were handing in work where appropriate. However, 62% of teachers said that not enough work was being handed in for them to give feedback on.
- Some families commented that lessons were more engaging when cameras are left on by both teacher and students.
- Some families commented that there should be no additional homework for their children as their children were already struggling to cope with what was being set.
- 63% of teachers said that they felt students were not coping well with the workload and this was echoed by the student responses. This is compared to 65% of families who think their child is coping well with the current workload.
- 70% of respondents agreed/strongly agreed that a 'wellbeing hour' should be included in the day in place of a lesson.
- 74% of respondents agreed/strongly agreed that this time should be spent on activities away from the screen.
- Some parents/carers/students commented that some lessons were too fast and did not allow time for students to complete their work.



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In addition, there were some comments made that indicated clarity was needed about our provision:

- Some families mentioned that it would be better for students if they were able to turn on their cameras. This is absolutely fine and we encourage our students to do so! However, students must be dressed appropriately with a neutral background.
- A few families said that their child did not seem to be producing much work and whether they were being set enough. There should be an hour's worth of work for every lesson for your child to complete. Please ask your child to show you what was set for them in each lesson on Teams and if you have any concerns, please contact their tutor in the first instance. We have asked all teachers to be more prescriptive where possible to give you an indication of how much work should be produced for each task. We are also in the process of finding a way to give parents/carers access to their child's Teams account so that you can see what work has been set each lesson.
- Feedback may be carried out verbally in lessons (instant, live feedback) or in written form. Written feedback may be on Teams or on subject specific platforms. This could possibly be a reason why some parents/carers felt that there was not enough feedback for their children.
- Some families commented that lessons are not lasting the full hour. This is intentional. Our lessons are 55 minutes long so that there is a short break between each lesson, similar to a lesson finishing and students then moving to another classroom. This gives time for students to move out of their seat for a quick break before going to the next lesson.
- If a teacher is unwell and cannot deliver a live lesson, work will be set on Teams for the students to complete. This may also take the form of a pre-recorded lesson from another teacher in that subject. As we are working remotely, we are unable to have external supply staff who would know what they need to do to deliver lessons with our set up of Teams. All of our in-house cover supervisors who we would usually use to cover lessons are currently in school supervising critical worker and vulnerable students so that teachers can focus on teaching online.

Plans moving forward – 2 week trial

We have discussed the results of the survey with middle leaders and senior leaders throughout this week on how we can develop our provision moving forward. We have decided that we will be carrying out the following **on a trial basis for the next two weeks** (week before half term and week after half term):

1. Introduce a 'wellbeing hour' for students and staff which will take place each day. The period that this will take place will be different each week so that students do not miss out on the same lessons. **Next week (White week) wellbeing hour will be during period 5. After half term, wellbeing hour will be during period 6.** These lessons have been chosen specifically to minimise too many lessons of one subject being missed during a 2 week period.
2. Lessons will be 55 minutes in length so that students can stretch their legs/get a drink between lessons.
3. We will be adopting a blended learning approach with a mixture of live lessons, pre-recorded lessons and independent learning. Teachers will be available via the chat function for all lessons to support students with their work.
4. All lessons will start on Teams with the member of staff taking the lesson completing the register.



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5. All independent learning will be set on Teams but may require students to use an external platforms such as Hegarty Maths and Bedrock Learning.
6. No additional homework will be set during the 2-week trial.

Our remote learning policy and further information can be found on our website:

Curriculum / Remote Learning

Wellbeing hour activities

Mrs Stephens has kindly put together a list of possible activities your child may want to participate in during the first week:

Wellbeing hour

**w/c 8th February 2021 –
Period 5 (12.35-1.35pm)**

To facilitate improved mental health and to allow students more time to complete work, we will be introducing a daily Wellbeing Hour. Each day choose one of the activities from the list.

- Catch up on school work / Consolidate learning
- Take part in the RSPB Big Bird Watch. Spend an hour counting the different birds that enter your garden (or the school grounds) then upload your results. Brilliant Citizen Science opportunity. Results must be uploaded by 18th February. [Big Garden Birdwatch](#) | [Join the fun - The RSPB](#)
- Enter the BBS Competition for this week. To celebrate LGBT History Month, we would like you to research and produce a poster on an LGBTQ+ person who inspires you. Find out all about them and why they are inspirational. Send your entries to amy.richards3@taw.org.uk
- Read a book, write a review and send this to your English teacher
- Go for a 2-mile walk
- Write a letter to a friend or relative. If you do not know who to write to, perhaps you could send a letter or card to a resident of a local care home? (eg The Rylands, 74 Forton Road, Newport TF10 8BT)
- Watch My Octopus Teacher on Netflix – best thing on TV at the moment!
- Join a BBS Strava groups** (fitness tracking app) and get out running or cycling. Search **BBSPECC (cycling)** or **BBSPERC (running)** on the Strava app to join the groups and monitor your activity level against other BBS members in the group
- Take part in one of the [flipgrid](#) challenges that PE have set up in the PE Teams. Upload photographic evidence of you completing a challenge
- Do PE with Joe Wicks (Joe Wicks You Tube channel)
- Watch a BBC Bitesize program on BBC iPlayer
- Read the newspaper (or look at BBC News online)
- Create a Time Capsule – get a plastic tub and fill it with some items that remind you of now (eg a mask!) and a note saying a bit about your life. Ask your family where you can bury it in your garden. Dig it up on your birthday in 2030 to see how life has changed.

Appropriate use of Teams

We would be grateful if families could reiterate to students that Teams is for students to use solely for school work. It is not to be used as a social media platform or to contact their teachers for a casual chat on a weekend! We have also asked staff not to contact their classes via Teams on a weekend.

Some members of staff have said that parents/carers have been using their child's Teams account to contact them. Your child's account is for our students only and any contact from families must be through the usual channels of contact (school contact form on the website or by email. Any queries should be sent to main.bbs@taw.org.uk).

I thank you in advance for your support over the next two school weeks as we trial this new system. We hope that the outcome will mean that we have a model of remote learning that is both sustainable and good for the wellbeing of all stakeholders. We will review the trial after the two weeks.

Best wishes and stay safe,



Krissi Carter
Principal

